

WRTG 1150 FIRST-YEAR WRITING AND RHETORIC
FALL 2010
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“By changing ourselves, we are doing the only thing we can do to change the world. To say that it is not enough is a lack of will, a lack of faith. It must be enough, for it is everything.” Sara Bullard, 1996.

REQUIRED TEXTS

- Gilbert H. Muller, *The New World Reader: Thinking and Writing about the Global Community*. 2nd Edition.
- Ellis, Erik and Lonni Pearce, eds. *Knowing Words: A Guide to First-Year Writing and Rhetoric* Fifth Edition, Fall/Spring 2010-2011.
- Note pad for in-class writing
- Writing Handbook of your choice
- College Dictionary of your choice (optional)

NOTE: Plan on spending some money on photocopying multiple drafts of your papers at certain times of the semester.

Course Objective

The course is intended to provide you with the tools and strategies to survive and succeed in your college career. This course is as much about you understanding your own relationship to writing, as it is about you learning to respond to the different rhetorical situations you encounter at the University and in your community. Your curiosity will be the driving engine in conducting inquiry and your class peers will create the community that provides you the feedback to become a more creative, reflective analytical writer, with the confidence and ability to critique your own writing with the same integrity with which you critique the work of other writers. The course is designed to develop your creative, critical thinking, reading and writing skills by helping you understand the reciprocal relationship between the process of thinking and the thoughtful writing.

Course Description

The course is an introduction to college level academic writing and is taught as a writing workshop. It is student-centered, meaning you have to take responsibility for your own learning and contribute to the learning of your peers. The course places a premium on invention, drafting and revision. Muller’s *The New World Reader* provides the framework for the course readings

and acts as a springboard into the writing projects. The semester is built around five writing projects. The first assignment is based on personal beliefs. You are asked to write around an experience that changed or reinforced a belief you hold or have held. The second writing project asks you to review a documentary, *The 11th Hour*. The third project requires your analysis on two writers' perspectives on an issue. The fourth writing project asks you to research a topic of your own choosing and compile an annotated bibliography. The final writing project asks you to write a persuasive paper based on your research in the previous assignment. This paper requires you to take a position on a civic issue you research and involves multiple drafts with thoughtful revision over the course of a few weeks. You are expected to establish an idea around the issue and through critical thinking and incorporation of sources provide persuasive analysis on an issue. As stated in *Knowing Words* the aim of the course is to help you:

- ✓ Write with fluency, to acquire a practical and reflective understanding of the writing process
- ✓ Develop rhetorical knowledge and sensitivity, making informed choices as you adapt your writing for the needs of your audience
- ✓ Become a proficient reader, approaching texts with a writer's awareness of craft and a critic's ability to interpret and response to a text's meaning and effects
- ✓ Develop strategies of research that will enable you to become an active investigator of your culture
- ✓ Understand and apply conventions and standard linguistic usage, including proper grammar, syntax and punctuation, as you compose revise and edit your writing across a range of rhetorical tasks and genres
- ✓ Evaluate technology as source of knowledge, accuracy, reliability, credibility and bias

Colorado Commission of Higher Education Criteria

This First Year Writing and Rhetoric seminar satisfies the lower-division requirement in the College of Arts and Sciences by introducing rhetorical knowledge and writing skill within academic and civic communities. This course is part of the state-wide "Guaranteed Transfer" pathway of courses (GT CO1).

Rhetorical Knowledge: Rhetoric is the art of persuasion. The course uses Gilbert Muller's *The New World Reader: Thinking and Writing about the Global Community* a rhetoric/reader that focuses on the contemporary issues around globalization. By engaging with internationally renowned authors on issues such as Culture Wars, Clashing Civilizations, Environment and Gender Roles in the new global era, you will learn to analyze and synthesize the rhetorical skills and strategies of these writers through concepts such as voice, tone, and structure. At the same time, you will be asked to situate your own writing as it applies to multiple audiences from your immediate academic community to the larger civic communities—both national and international.

Writing Process: To hone and develop your writing skill this course provides you with multiple opportunities to understand writing from an audience or reader perspective by emphasizing revision as the most important component of the writing process. This

happens through the drafting and revising process. As a writing workshop, the course allows you to gain insights on your own writing from your peers. Your ability to respond to audience feedback will greatly determine your own understanding of context, purpose and audience and develop your skills in critiquing your own writing and the work of others. You will also refine your information literacy skills by evaluating sources for accuracy, relevance, credibility, reliability and bias.

Writing Conventions: In this course you will read essays that cross genre conventions and disciplines. These writing will act as models in helping you recognize textual features and document design such as tone, structure, specialized vocabulary, proper documentation, and grammar as persuasive tools in your own writing compositions.

Effective Communication Strategies: Assignments in the course build upon each other in a progression that moves you from a personal/reflective paper, to an analytical critique/review of a documentary, to creating an annotated bibliography from your own your research on an issue, to a persuasive essay. Each stage requires a more sophisticated awareness and ability to respond to the different audiences in academic disciplines and civic discourses.

Assignments:

The assignments encourage you to place a premium on invention, drafting and thoughtful revision and as such are designed to enable you to engage with and meet the expectations of the multiple audiences, rhetorical situations and writing genres you will encounter in academic and civic communities. The semester is a sequence of writing assignments that build on each other. The first assignment is based on personal belief. You are asked to write around an experience that changed or reinforced a belief you hold or have held. The second writing project asks you to analyze a writer's perspectives on an issue by reviewing a documentary film. Concurrently, along with the first two assignments you will write three short rhetorical responses to readings that focus on audience, purpose and context. The third writing project asks you to research a topic of your own choosing and compile an annotated bibliography. The final writing project asks you to write a persuasive paper based on your research in the previous assignment. This paper requires you to take a position on a civic issue you research and involves multiples drafts with thoughtful revision over the course of a few weeks. You are expected to establish an idea around the issue and through critical thinking and incorporation of sources provide persuasive analysis on an issue.

**ANY STUDENT WHO MISSES TWO CLASSES IN THE FIRST TWO WEEKS
WILL BE ADMINISTRATIVELY DROPPED FROM THE CLASS**

Information Literacy

As the semester progresses you are assigned four library modules. These modules are intended to bring you up to speed on information literacy, and more importantly, are designed to acquaint you with library researching and set the groundwork for your own

research project. They are done outside the classroom and on your own time. I will announce deadlines in the coming weeks, but expect the first about a month into the semester. You can access these tutorials on-line at <http://ucblibraries.colorado.edu/pwr/> and click on RIOT (Research Instructional Online Tutorial). You can also go directly to RIOT @ <http://ucblibraries.colorado.edu/pwr/tutorial/home.htm>. If you are having problems logging onto the tutorials contact pwrhelp@colorado.edu and give them your name, identity key and course number.

The library also collaborates with the Program for Writing and Rhetoric in providing “Reading Themes.” Located on the first website above it allows you to print full texts articles from many readings threads. The readings can act as a resource for assignments and are an excellent archive for ideas and sources for your own research project (more on this later).

Resources

<http://www.colorado.edu/PWR/writingcenter.html>
<http://owl.english.purdue.edu/>

For rhetorical concepts and terms see the website:

- *Silva Rhetoricae* <http://humanities.byu.edu/rhetoric/Silva.htm>

The Writing Center

CU-Boulder has an excellent Writing Center where you can receive extra help with your writing. “We are a faculty of professional writing consultants available to help you through the writing process. Better yet, our help is free to CU students! Writing consultants are trained to help individual writers improve their skills. We encourage you to take advantage of this great benefit, not only while you are enrolled in the first-year writing course but throughout your college career. Our writing consultants are on hand to help you at any stage of the writing process from brainstorming and organizing your ideas to finally understanding the mysteries of grammar and style” (*Knowing Words* 153).

Keep in mind that the staff of the Writing Center is not there to “fix” your grammatical mistakes. They aren’t an editing service. They will, however, help you identify patterns of error at the sentence level and help you learn to correct them. For more information or to set up an appointment, please see <http://www.colorado.edu/pwr/writingcenter.html>.

Quizzes

Over the course of the semester we will have unannounced quizzes on the assigned readings, which are given at the beginning of class. These quizzes are not designed to be very difficult, but they are intended to make you accountable to the readings. What does that mean? Read the assignments carefully. Should you read it several days before class, my recommendation is to go over it briefly before class to refresh your memory. If you

arrive to class after the quiz has been administered you will earn an “F.” Quizzes cannot be made up. Keep in mind the quizzes make up 15% of your overall grade. If you want to do well on the readings read the next section carefully.

Annotation

To fully comprehend a reading selection--especially a difficult one you will usually need to read it more than once. With most first readings you get a general sense of the piece. The next time you read you'll be able to test the assumptions of the first reading--both your own and the author's. The most effective way to help you become an astute and active reader is selective highlighting and annotation. Highlighting helps to block out important passages for emphasis. Annotation requires more work in that you respond to readings with comments, questions and insights written into the margins. Why bother? When you come to write a paper and you have to reference a particular reading, your annotation has already captured your main reactions to your earlier reading. It can save you rereading whole articles. Your annotation also makes the text your own--you have inscribed your thoughts on the writing into the margins and can draw on this material when writing papers.

PLEASE TURN OFF ALL CELL PHONES *BEFORE* CLASS BEGINS

Effective Application

There will be times when I lecture around certain ideas, concepts themes and guidelines, but for much of the semester this class embraces collaborative learning, meaning you don't just learn from me, you learn from each other. This happens in several ways; during large and small group discussions, when you give each other feedback on your paper's drafts and when you present in class. Some of the writing assignments will have common readings to examine different aspects of writing, reading and critical thinking. The drafting process on your papers will vary from one to three and the revision process involves in-class peer-critiquing as well as responding to my written feedback on some, but not all of your drafts. You should take the writing process (how you revise/rewrite your drafts) seriously, as each writing assignment has a process and a product grade--these grades vary but it can be as much as 50% for process. I strongly recommend availing of the free tutoring services offered at the Writing Center (see above for details). Each student is responsible for the reading and annotation of assigned work and to participate in reading and writing workshops. You should read carefully, and when given more than one reading at a time, will be expected to synthesize various authors' pieces with your own views on the subject. Most written assignments will have at least two drafts and each draft will be work shopped--usually through a worksheet--and given comments and feedback. Class time will be spent in small and large groups, reading and synthesizing the ideas of others, and working collaboratively with other students' papers.

YOU ARE RESPONSIBLE FOR HOMEWORK WHETHER YOU ATTEND CLASS OR NOT, SO MAKE SURE YOU HAVE A CLASSROOM CONTACT

Participation and Attendance

This class is discussion-oriented and student-centered. Therefore you need to come to class on time and have the assigned readings and writing done before you come. **Always** brings the readings to class (Muller's *The New World Reader*) and a notebook for in-class writing activities. Participation involves doing the reading and writing when assigned, peer-critiquing in and out of class, as well as thoughtful contributions to small and large group discussions. My method of facilitating is to engage individuals at random. If you have a serious aversion to speaking in large groups please let me know.

Note: I don't make distinction between excused and unexcused absences, so save your absences for emergencies. 3 late arrivals = 1 absence. After 3 absences your grade will be incrementally lowered by one fraction of a grade (i.e. A to A-) for each absence after the third.

Conferences

During the course of the semester, I will schedule conferences (either individually or in groups) to discuss your writing. Conferences are regarded as a class period. If you don't show up for your scheduled time, it will be counted as an absence. If you are unable to attend and you know beforehand, please contact me to reschedule.

Late Papers

I will subtract 10 points from the assignment grade for each day your paper is late. I will not grant extensions just for any reason, but if you absolutely cannot meet the deadline because of something unavoidable, contact me as soon as possible so we can discuss the situation. Computer problems are not an acceptable excuse for a late paper—with the variety of resources on campus, you should have ample opportunity to complete your paper on time.

Campus Policies

If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that we can work to accommodate your situation. Disability Services determines accommodations based on documented disabilities. For more information contact (303-492-8671) Willard 322, or on the web @ [<www.colorado.edu/disabilityservices>](http://www.colorado.edu/disabilityservices)

I make every effort to reasonably and fairly deal with students who, because of religious obligations, have conflicts with scheduled assignments or required attendance. I encourage you to notify me of anticipated conflicts as early in the semester as possible so there is adequate time to make necessary arrangements. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional

courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Note the University considers plagiarism a serious offense within the academic community and takes appropriate action against offenders. My policy is to follow the recommendations of the honors code in cases of academic dishonesty.**

GRADING

Rubric: 80-82 = B-, 83-86 = B, 87-89 = B+

Writing Project # 1 (Belief)	10%
Writing Project # 2 (Review)	15%
Writing Project # 3 (Annotated Bib)	15%
Writing Project # 4 (Persuasive)	20%
Rhetorical Responses	6%
Quizzes	15%
Library Tutorials	5%
Presentations	4%

Participation

10%

Grading Guidelines

Each letter has a range from + to -. The following are guidelines for the range within each letter.

A Excellent Work. A paper that is superior in style, form, and content. Not necessarily perfect, but approaching perfection. The paper is ambitious in conception and successful in revision. To earn this as a participation grade requires remarkable hard work on the drafts of fellow students, earnest and interesting contributions to class discussions, and no more than two or three absences total.

B Good (Above Average) Work. The paper is superior in one, but average in another of the following: thought, form, and style. There are a few mistakes, but not many. The paper may be ambitious and fail—though not too badly. Or the paper may be good—but not superior—in thought, but very well executed. There may be one significant but not major fault in thought, form, or style. In participation, this grade requires work that stands out above the class average. *You absolutely cannot earn this, or a higher grade, if you do not regularly, with enthusiasm, participate in class discussions—or, if you are shy, make arrangements for alternative participation.*

C Average Work. The paper exhibits strengths but weaknesses. The writing is readable at the surface level, and has an idea, but it will have significant, unresolved problems in more than one key area: quality of idea, reasoning, and evidence; or word choice, stance, and structure. The paper may fulfill basic requirements yet say little of importance or significance—or a well-written paper that does not satisfy a significant part of the assignment. In participation, this grade reflects showing up, surface reading, and average or below-average contribution to discussions and workshop.

D Inferior Work. A paper that is seriously underdeveloped and deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability. A paper that does not come close to meeting the basic expectations of the assignment—including length. In participation, this grade reflects a lack of contribution to the class effort, missed readings, failure to critique the work of fellow students, and generally insufficient attention to the workshop.

F Failing Work. A paper that is incoherent, disastrously flawed, unacceptably late, plagiarized, or non-existent. Any paper that fails to meet basic requirements of page length, number of sources, and genre (for instance, a “book report” when a “close reading” was required by the prompt) can earn a paper an “F.” In participation, this grade reflects the attendance and contributions of a student unable to adequately participate in the course, or one indifferent—or hostile—to fellow students or the goals of the seminar.

Paper Presentation Standards

- All papers must be typed and doubled spaced.
- Use a standard text font (i.e. times, palatino).
- Font should be 12 point.
- Papers written in bold, outline etc, will not be accepted.
- Number pages (except first) and set margins to no longer than 1 “ all round
- Papers should include your name, course, professor’s name, date, number of draft and a title (a title page is not necessary)
- When including sources use Modern Language Association (MLA) citations properly formatted

THIS SYLLABUS IS SUBJECT TO CHANGE

TENTATIVE DAILY SCHEDULE

Readings and assignments are to be completed for the date listed. Assignments due dates can be subject to change.

Week 1 August 23	Introduce Syllabus	Course Expectations and Objectives
Aug 25	Read Syllabus. Bring to class object piece for introductions. Write up a paragraph explaining your choice of object (typed, double spaced). .	Creating Community: Introductions through object pieces. Ground Rules for class.
Week 2 Aug 30	Read <i>Knowing Words</i> Chapter 1 & 2 (pp7-19) Introduce Writing Assignment: Belief Paper	Conducting Inquiry: Understanding central tenants of a Research University/Community.
Sept 1	Read <i>Knowing Words</i> Chapter 3 (pp21-32). Read and annotate David Kamp's "Rethinking the American Dream." http://www.vanityfair.com/culture/features/2009/04/american-dream200904	Rhetoric and rhetorical analysis. Brainstorming ideas for first paper.
Week 3 Sept 6	Labor Day : No Classes	
Sept 8	DUE: Draft of Belief Paper More local than global workshop. Sharper focus on introduction, how well the experience was conveyed (body) and significance of experience (conclusion).	In-class workshop of paper # 1. This workshop focuses oral delivery of your paper, clarity of your ideas and feedback from listeners/readers.
Week 4 Sept 13	Read Muller's <i>The New World Reader</i> 1-27. Small group breakout to apply concepts to readings.	In-class discussion of critical thinking, narration and description, exposition, persuasion and argument.
Sept 15	DUE: Writing Project # 1 (include first drafts with feedback)	Becoming an active

	Read Muller 29-41: Lam’s “All Things are Becoming Us”, Momaday’s “The Way to Rainy Mountain.”	investigator of your culture. Examining the rhetorical strategies of writers.
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